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Home Learning Pack Year 2

Guidance and Answers

Classroom
secrets★



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Mathematics

Add 2-Digit Numbers Resource Pack (pages 2-7)

- Independent activity with 3 levels of difficulty

Subtract with 2-Digits Resource Pack (pages 8-13)

- Independent activity with 3 levels of difficulty

Sort 3D Shapes (page 14)

- Independent activity
- Extension: ask your child to find 2D shapes around the house

Adding Multiples of 10 Game (pages 15-16)

- Practical activity, played with another person
- Cut out the cards to play - Match the cards up

Ordering Amounts of Money Cards (page 17)

- Practical activity, cut out the amounts, shuffle and order them

English

Using 'because', 'that', 'when' and 'if' Resource Pack (pages 18-23)

- Independent activity with 3 levels of difficulty

All Four Sentence Types Resource Pack (pages 24-29)

- Independent activity with 3 levels of difficulty

'A Surprise at the Beach' Writing Activity (page 30)

- Independent writing activity. Use the sentence starters to create a story about a trip to the seaside. Remember to include an introduction, a problem and a resolution.

'The Discovery of Easter Island' Non-Text Guided Reading Activity (page 31-35)

- Supported activity. Read the text together, discuss the questions and encourage children to try to write some answers
- Extension: Write your own information text in a website style.

The Holiday Park – Image discussion (page 36-40)

- Supported activity. Look at the image together and work through the follow on questions discussing the image and what information they can work out from what they can see.

Other Resources and Ideas:

- Go to <https://kids.classroomsecrets.co.uk/> for video tutorials to support the maths in this pack as well as interactive games your child can play
- Access resources for all areas of Year 2 learning including activities just like the ones in this pack for just £4.83 for a full month on www.classroomsecrets.co.uk

Differentiated

Questions with different levels of challenge to meet the needs of all children. In this pack some of the activities have three levels of 'differentiated' challenge:

D – Developing

E – Expected

GD – Greater Depth

The questions start with Developing and get progressively harder as children work their way towards Greater Depth.

VF – Varied Fluency

Question type in both Mathematics and Grammar, Punctuation and Spelling (GPS) Resource Packs. These questions allow children to practise the same Mathematical or English skill in different ways, resulting in children completing problems with speed and accuracy.

RPS – Reasoning and Problem Solving

Question types in the Mathematics Resource Packs. Reasoning questions involve thinking through mathematical problems logically. It involves explaining or justifying the solution/answer to a problem. Problem solving questions involve children applying their knowledge and skills to an unfamiliar or completely new context.

AR – Application and Reasoning

Application and reasoning. Application involves children using their knowledge and skills in an unfamiliar or completely new context. Reasoning questions involve thinking through written problems logically. It involves explaining or justifying the solution/answer to a problem.

Tens and ones

The images used in this pack represent tens and ones. As an example, the below number would be one 'ten' and 5 'ones' which would equal 15. In some table 'T' is used for 'Tens' and 'O' is used for 'Ones'.



All four sentence types

The sentence types included here are statements, questions, exclamations and commands. Statements are sentences that tell you something and end in a full stop. Questions ask something and end with a question mark. Exclamation sentences usually start with 'how' or 'what' and end in an exclamation mark e.g. 'What a good boy you are!'. Commands make requests and feature imperative verbs that tell you what to do such as 'chop' in a recipe.

Further Support and Resources

Video Tutorials from Qualified Teachers

For further support and guidance try our video tutorials for your year group by clicking [this link](#).

More Home Learning Packs

Weekly learning packs are now in production. Sign up to our mailing list to find out when they're ready by clicking [here](#).

Answers – Add 2-Digit Numbers

Developing Varied Fluency

- 1a. $45 + 35 = 80$
- 2a. 1
- 3a. False, it equals 63
- 4a. B

D – Reasoning and Problem Solving

- 1a. C
- 2a. A and D; B and C
- 3a. Scarlett is incorrect. She has forgotten to add the extra 10 after exchanging the ten ones. The answer should be 71.

Expected Varied Fluency

- 1a. $37 + 24 = 61$
- 2a. 8
- 3a. False, it equals 64
- 4a. C

E – Reasoning and Problem Solving

- 1a. B
- 2a. A and B; C and D
- 3a. Noah is incorrect. He has forgotten to add the extra 10 after exchanging the ten ones. The answer should be 83.

Greater Depth Varied Fluency

- 1a. $38 + 46 = 84$
- 2a. 4
- 3a. False, it equals 57
- 4a. C

GD – Reasoning and Problem Solving

- 1a. C and D
- 2a. A and C; B and D
- 3a. Jack is incorrect. He has forgotten to add the extra 10 after exchanging the ten ones. The answer should be 94.

Answers – Add 2-Digit Numbers

Developing Varied Fluency

- 1b. $25 + 46 = 71$
- 2b. 6
- 3b. True
- 4b. B

D – Reasoning and Problem Solving

- 1b. B
- 2b. A and C; B and D
- 3b. Logan is incorrect. He has added the ones correctly but forgotten to add the exchanged ten to the tens column. The answer should be 60.

Expected Varied Fluency

- 1b. $38 + 43 = 81$
- 2b. 7
- 3b. False, it equals 60
- 4b. B

E – Reasoning and Problem Solving

- 1b. C
- 2b. A and D; B and C
- 3b. Chloe is correct. She has remembered to exchange ten ones for one ten. She has added this ten to the tens column correctly.

Greater Depth Varied Fluency

- 1b. $54 + 38 = 92$
- 2b. 9
- 3b. True
- 4b. C

GD – Reasoning and Problem Solving

- 1b. A and C
- 2b. A and B; C and D
- 3b. Emily is incorrect. Although she has remembered to exchange, she has added the ones column incorrectly. The answer should be 92.

Answers – Subtract with 2-Digits

Developing Varied Fluency

1a. $45 - 23 = 22$

2a. False; $59 - 26 = 33$

3a. 63

4a. 44; 2 tens and 5 ones should be crossed out on the chart.

D – Reasoning and Problem Solving

1a. 33 has been subtracted in the chart instead of 34 as shown in the calculation.

2a. 11

3a. Tom is correct because he has correctly subtracted the tens column.

Expected Varied Fluency

1a. $37 - 13 = 24$

2a. False; $69 - 57 = 12$

3a. 11

4a.

	7	8
-	2	5
	5	3

E – Reasoning and Problem Solving

1a. The calculation is $92 - 42$ which equals 50, not 51.

2a. 56

3a. Hans is incorrect because although he has subtracted the tens correctly, he has subtracted the ones incorrectly.

Greater Depth Varied Fluency

1a. $47 - 35 = 12$

2a. True

3a. 81

4a. 13

GD – Reasoning and Problem Solving

1a. Four tens subtracted from nine tens is five tens, not four tens. The answer should be 50, not 40.

2a. 74 should be in the whole; the number he subtracted is 62.

3a. Adam is incorrect because although he has subtracted the ones correctly, he has added the tens instead of subtracting them. The answer should be 42, not 82.

Answers – Subtract with 2-Digits

Developing Varied Fluency

1b. $68 - 41 = 27$

2b. True

3b. 33

4b. 45; 5 tens and 2 ones should be crossed out on the chart.

D – Reasoning and Problem Solving

1b. The answer should be 42 instead of 43 as the ones have not been calculated.

2b. 32

3b. Lynn is incorrect because the answer would only have 4 ones, not 5 ones.

Expected Varied Fluency

1b. $81 - 71 = 10$

2b. True

3b. 32

4b.

	6	2
-	3	2
	3	0

E – Reasoning and Problem Solving

1b. 2 tens should have been subtracted in the place value chart instead of 1.

2b. 34

3b. Lori is correct because she has subtracted the ones accurately. The answer is 45 which has 5 ones.

Greater Depth Varied Fluency

1b. $65 - 33 = 32$

2b. False; $39 - 24 = 15$

3b. 14

4b. 50

GD – Reasoning and Problem Solving

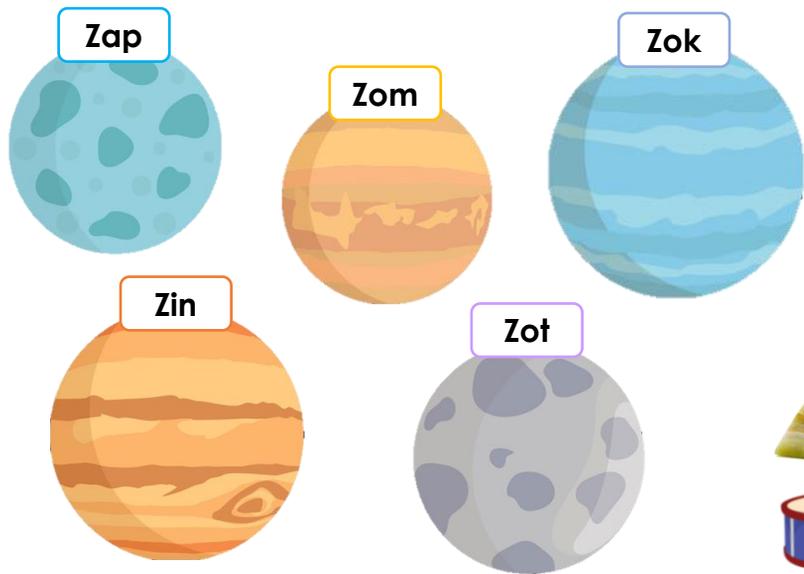
1b. 8 ones subtract 3 ones is five ones, not six ones. The answer should be 25, not 26.

2b. 83 should be in the whole; the number she subtracted is 32.

3b. Aisha is incorrect because although she has subtracted the tens correctly, she has added the ones instead of subtracting them. The answer should be 12, not 18.

Sort 3D Shapes

1. During a recent trip to planet Earth, some aliens have collected a group of objects and now they want to deliver them to the correct planet.



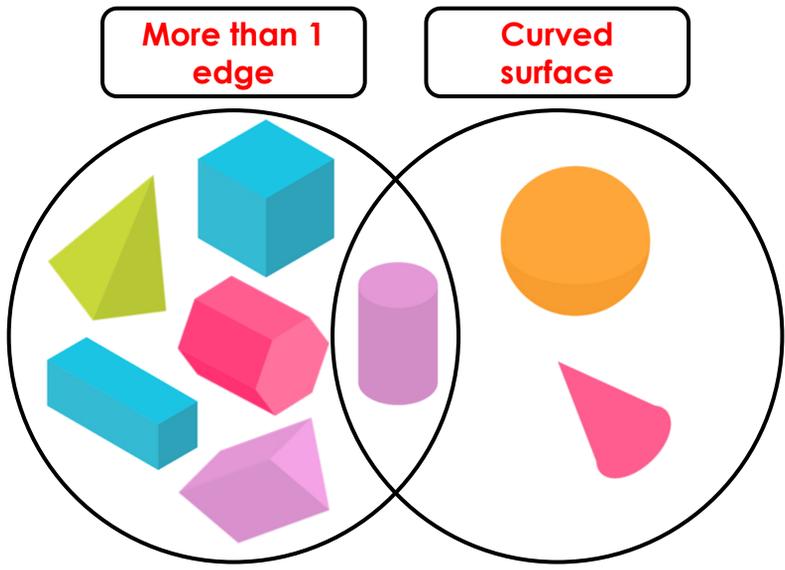
Instructions
 Zap – Even number of edges
 Zom – Fewer than 5 edges
 Zok – Curved edges
 Zin – Odd number of edges
 Zot – More than 5 edges



Using the instructions above, explore the possible planets each item could be delivered to. **Various answers, for example: Zap – box (cuboid); Zom – ball (sphere); Zok – drum (cylinder), party hat (cone); Zin – cake (triangular prism); Zot – dice (cube), pyramid (square-based pyramid)**

DP

2. Investigate the different ways the Venn diagram could be labelled so that every shape can be placed in a group.



Various answers, see example above. Children may have other ideas on ways to sort the shapes and these should be discussed with an adult whenever possible.

DP

Answers – Using ‘because’, ‘that’, ‘when’ and ‘if’

Developing Varied Fluency

- 1a. **if, because**
2a. I went to the shop **that** was around the corner. I can have jelly **when** I have had my dinner.
3a. **because**
4a. **B**

D – Application and Reasoning

- 1a. **because**
2a. E.g. answer: Turn the lights on **when it gets dark**. The dog was digging the plants **that** mum had planted.
3a. Lily is incorrect. She should have used the conjunction ‘because’.

Expected Varied Fluency

- 1a. **that, because, when**
2a. I fell on the concrete floor **because** Jim tripped me up. Clean your carpet **if** it gets messy.
3a. **that**
4a. **A**

E – Application and Reasoning

- 1a. **when**
2a. E.g. answers: Go and get a big drink **if** you are thirsty. The boy loved his bedroom **because it was quiet**.
3a. Max is incorrect. He should have used the conjunction ‘that’.

Greater Depth Varied Fluency

- 1a. **that, when, because**
2a. **because & when**
3a. **because**
4a. **A**

GD – Application and Reasoning

- 1a. **when**
2a. E.g. answer: Amelia opened her umbrella **when it started raining**. You can watch your favourite programme in the lounge **if you have tidied your room**.
3a. Ben is incorrect. He could have used the conjunction ‘because’.

Answers – Using ‘because’, ‘that’, ‘when’ and ‘if’

Developing Varied Fluency

- 1b. **when, because**
2b. I fell over **because** Ben pushed me. I can have a sweet **if** I do well in my test.
3b. She was so upset **that** she could not sleep.
4b. **C**

D – Application and Reasoning

- 1b. **if**
2b. E.g. answer: I will put my hat on **if it is cold outside**. Max was sad **because he lost his sweet**.
3b. Dan is incorrect. He should have used the conjunction ‘that’.

Expected Varied Fluency

- 1b. **when, if, that**
2b. Come and see me **when** you’re finished. I jumped off the wall **because** I wanted to walk with my mum.
3b. **if**
4b. **B**

E – Application and Reasoning

- 1b. **because**
2b. E.g. answers: The girl called her friend **because she wasn’t at school**. The boy pushed the swing **that his brother was on**.
3b. Tilly is incorrect. She should have used the conjunction ‘because’.

Greater Depth Varied Fluency

- 1b. **if, because, when**
2b. **When & that**
3b. **if**
4b. **B**

GD – Application and Reasoning

- 1b. **because**
2b. E.g. answer: At school, the girl promised to eat her dinner **if she could sit next to her best friend**. Josh has a new football kit **that his dad bought for him**.
3b. Abigail is incorrect. She should have used the conjunction ‘if’ or ‘when’.

Answers – All Four Sentence Types

Developing Varied Fluency

- 1a. **A. command; B. statement; C. question; D. exclamation**
- 2a. **statement**
- 3a. **B and C**
- 4a. **Why are you sad?**

D – Application and Reasoning

- 1a. **Various answers, for example: Can you put your socks on?**
- 2a. **Various answers, for example: The cat went to the park.**
- 3a. **Cali is correct. Various explanations, for example: It begins with 'how' and ends with a verb.**

Expected Varied Fluency

- 1a. **A. question; B. exclamation; C. statement; D. command**
- 2a. **statement**
- 3a. **A and B**
- 4a. **What can I do with the gold?**

E – Application and Reasoning

- 1a. **Various answers, for example: What cold hands you have!**
- 2a. **Various answers, for example: Turn the card over.**
- 3a. **Wes is incorrect because it is a statement.**

Greater Depth Varied Fluency

- 1a. **A. command; B. statement; C. exclamation; D. question**
- 2a. **exclamation**
- 3a. **B and C**
- 4a. **What a tasty steak you have!**

GD – Application and Reasoning

- 1a. **Various answers, for example: Improve your system.**
- 2a. **Various answers, for example: Sugar is used in lots of foods.**
- 3a. **Bex is incorrect because it is a question. Various explanations, for example: It requires a response.**

Answers – All Four Sentence Types

Developing Varied Fluency

- 1b. **A. exclamation; B. command; C. question; D. statement**
- 2b. **question**
- 3b. **A and C**
- 4b. **How funny you are!**

D – Application and Reasoning

- 1b. **Various answers, for example: You have long hair.**
- 2b. **Various answers, for example: How do I make chips?**
- 3b. **Manny is incorrect because it is a command. Various explanations, for example: It begins with an imperative.**

Expected Varied Fluency

- 1b. **A. command; B. exclamation; C. question; D. statement**
- 2b. **exclamation**
- 3b. **B and C**
- 4b. **Take your hat off now you are in school.**

E – Application and Reasoning

- 1b. **Various answers, for example: Shut the door.**
- 2b. **Various answers, for example: How tall you are!**
- 3b. **Fran is correct. Various explanations, for example: It has a question mark.**

Greater Depth Varied Fluency

- 1b. **A. statement; B. command; C. question; D. exclamation**
- 2b. **command**
- 3b. **A and C**
- 4b. **I cut the grass for an hour.**

GD – Application and Reasoning

- 1b. **Various answers, for example: Does Eric want money for new clothes?**
- 2b. **Various answers, for example: Tidy your table at the end of the day.**
- 3b. **Jonny is incorrect because it is an exclamation. Various explanations, for example: It begins with 'how' and ends with a verb.**

Section A

1. What type of text is this? **A blog**
2. How would you feel if you discovered an island? **Various possible answers, for example: proud and amazed.**
3. Did The_Dutch_Explorer travel alone? **No, he had a crew.**
4. How many people commented on the blog? **Three**

Section B

5. What country do you think 'Terra Australis' is? **Australia**
6. What does 'farewell' mean? **Goodbye**
7. When did The_Dutch_Explorer set off on his adventure? **1st August 1721**
8. What day of the week was it on 5th April 1722? **Sunday**

Section C

9. Which islands did The_Dutch_Explorer leave on 17th March 1722? **The Juan Fernández Islands**
10. Who did The_Dutch_Explorer reply to? **The_Dutch_West_India_Company**
11. Who sponsored the voyage? **The Dutch West India Company**
12. Who planned the voyage with Jacob? **His brother Jan Roggeveen**

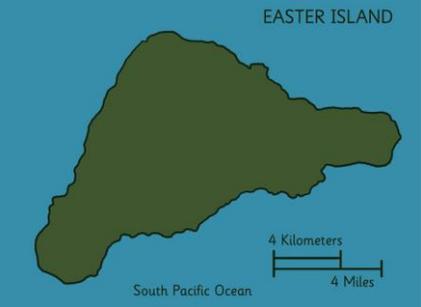
Section D

13. What does 'discovery' mean? **Something that has been found.**
14. Did The_Dutch_Explorer know that the heads are 30 feet tall? **No, he said that he thought they must be that tall. (It has been discovered since that on average they are closer to 13 feet tall however the tallest are up to 40 feet tall.)**
15. Is it possible that Jacob blogged about his discovery? **No, the internet did not exist in 1722.**
16. What does 'expedition' mean? **Journey, voyage or trip**

The Discovery of Easter Island – Challenge Activity – Answers

Section A

Draw pictures to match the captions.

	
<p>The crew were excited about the discovery.</p>	<p>The people living on Easter Island were friendly.</p>
	
<p>There were 800 or 900 statues on the island.</p>	<p>The island is the shape of a triangle.</p>

Section B

Match the quote to the person that could have said it.

<p>“I will help you to plan your trip!”</p>	<p>Jacob Roggeveen</p>
<p>“Happy Easter, Captain!”</p>	<p>The native people</p>
<p>“Steer us to the island!”</p>	<p>Jan Roggeveen</p>
<p>“Welcome to our island!”</p>	<p>Crew member</p>

The Discovery of Easter Island – Challenge Activity – Answers

Section C

Tick to show which word completes each sentence.

I have discovered an...

Easter

adventure

island

explorer

We couldn't believe our...

land

eyes

steer

people

The island has 800 or 900 of these huge, stone...

Dutch

amazing

trees

statues

The island is in the shape of a...

circle

square

triangle

star

Section D

Choose the correct words from the word bank to fill the blank spaces.

beautiful	week	explore
people	Easter	for

When we got onto the land, we started to _____. There are about 3,000 _____ living here altogether. As it is Easter Sunday today, it was very easy naming this _____ place. Welcome to _____ Island everybody! We are hoping to spend a _____ here to learn more about this amazing island. Keep posted _____ more information soon!

The Holiday Park – Adult-Led Questions – Answers

1. What can you see in the picture? **Caravans, plants, grass.**
2. Are all the caravans the same? **No, the windows are different; some are different colours; they don't all have an outdoor decking area etc.**
3. Where might this photo have been taken? **A holiday/caravan park in the UK.**
4. When do you think would be the best time to go here? **In the spring or summer when the weather is nice and sunny.**
5. Who might come and stay here? **People going on holiday, e.g. families, groups of friends, older people etc.**
6. Do you think it looks noisy or peaceful there? **Peaceful because nobody is outside.**
7. Do you think the holiday park is looked after? **Yes because everywhere looks neat and tidy and there are some nice potted plants. The grass appears to have been cut recently.**
8. What sort of activities do you think you might do here? **Personal response, e.g. play football on the grass, play board games on the decking etc.**
9. Do you think you'd like to go here for a holiday? **Personal response, e.g. Yes it looks like a nice place to stay.**
10. What questions could you ask the people staying here to find out more about the holiday park? **Personal response, e.g. what do you like to do in the evening? Is there a swimming pool nearby?**

Match the words to their definitions.

- | | |
|---------------|--|
| 1. caravan | a. wooden area attached to a house or caravan |
| 2. holiday | b. fun and games |
| 3. travel | c. a holiday home that can be moved |
| 4. decking | d. go somewhere for a short time to see something or someone |
| 5. activities | e. time off to have fun and relax |
| 6. visit | f. go from one place to another |

1c

2e

3f

4a

5b

6d

Use apostrophes for contractions in the words below.

I am	I'm	cannot	can't
do not	don't	they are	they're
is not	isn't	she is	she's

Rewrite these sentences adding apostrophes for possession in the correct places.

I stayed in my uncles caravan with my cousin.

I stayed in my uncle's caravan with my cousin.

My friends dog loved playing in the sea.

My friend's dog loved playing in the sea.

The holiday parks restaurant was really nice.

The holiday park's restaurant was really nice.

We went to Wales in my mums car.

We went to Wales in my mum's car.

I ran to the park with my friends sister and her brothers.

I ran to the park with my friend's sister and her brothers.

The Holiday Park – SPAG 2 – Answers

Tick the boxes to show if the sentence is in the past or present tense.

Sentence	Past	Present
I am staying at the holiday park.		✓
I played football with my friend.	✓	
We looked for the swimming pool.	✓	
She is coming over for a barbecue.		✓
We ate ice cream and drank lots of water.	✓	

Using the verbs below, write sentences in the past and present tenses.

walk

past	sentence using 'walked' or 'was walking'
present	sentence using 'walk' or 'am walking'

swim

past	sentence using 'swam' or 'was swimming'
present	sentence using 'swim' or 'am swimming'